



Carfield

Primary School

SEND Policy
2022-2023

SENCo: Bethan Arthur
Policy Date: September 2022
Date for renewal: September 2023

Section 1

The SEND policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- NASEN guide to writing a SEN policy <http://www.nasen.org.uk/uploads/publications/329.pdf>
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the Special Educational Needs and Disabilities Coordinator (SENDCo) and in liaison with SLT, all staff and parents of students with SEND.

Our vision:

At Carfield Primary School, we are committed to Inclusion; the pupils are at the heart of everything that we do. We recognise that everyone is different, that our approach and services must be suitably planned and flexible to meet demand effectively and efficiently. Our strategic vision is one that is ambitious and has been developed with all stakeholders - pupils, parents, staff and governors.

At Carfield Primary School, we firmly believe that the journey through school life should be fulfilling, enjoyable, memorable and valuable. We believe that all children should have their needs met within a safe, accessible and nurturing environment.

We strive to provide a broad and balanced curriculum for all that is inclusive and engaging whatever their gender, ethnicity, religion, sexual orientation, needs or abilities so that individuals thrive and achieve their potential. The curriculum is inspiring, creative and challenging; a rich blend that provides the children at Carfield Primary School with a good knowledge and understanding base, as well as a strong skill set for their futures.

Our core values form the heart of our provision:

- We are resilient
- We are responsible
- We are positive
- We are determined
- We are team players

We are proud of our inclusive and nurturing approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. For those whose needs require additional targeted provision, support and/or resources then they will be added to our SEND register and an individual support plan of assess, plan, do and review cycle(s) will be implemented.

Every teacher is a teacher of special educational needs. Therefore we endeavour, as a team, to meet the needs of each individual through reasonable adjustments and targeted approaches, as per the SEND code of practice. All of which is done in collaboration with pupils, parents, staff and where appropriate external services.

Positive learning behaviours are encouraged and promoted to enable pupils to get the best out of each and every day. We promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond.

Our goal is for individuals to be all-rounded, life-long learners. We believe that this combination enables pupils to succeed now, in the next phase of their learning and for future success.

Section 2

Introduction

The named person for managing the settings response to ensuring that the provision we make for children and young people with SEND at Carfield Primary School is Bethan Arthur, SENCo.

Headlines from the 2014 Code of Practice, September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support pupils from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SEN Support). All pupils are closely monitored, and their progress tracked each term.

There are four broad categories of SEN:

1) Communication and Interaction (C&I)

- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

2) Cognition and Learning (C&L)

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD). This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing).
- A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.

3) Social, Emotional and Mental Health (SEMH)

- A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;
- Problems of mood (anxiety or depression),

- Problems of conduct (oppositional problems and more severe conduct problems including aggression),
- Self-harming,
- Substance abuse,
- Eating disorders or physical symptoms that are medically unexplained,
- Attention deficit hyperactive disorder (ADHD),
- Attachment disorder,
- Autism or pervasive developmental disorder,
- An anxiety disorder,
- A disruptive disorder or, rarely, schizophrenia or bipolar disorder.

4) Sensory and/or physical needs (S/PD)

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability

We have pupils in all these categories of SEND.

- We are working more closely with parents and pupils to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- All pupils benefit from 'Inclusive Quality First Teaching': this means that teachers are expected to assess, plan and teach all pupils at the level which allows them to make progress with their learning. 'Every teacher is a teacher of every child including those with SEND.' In addition, we implement some focused interventions to target particular needs and skills.

Other factors may impact on progress and attainment but may not be an SEND. These will need considerations making for and include;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Defining SEND

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Section 3

Aims: The longer view for SEN

We adopt a holistic approach to a child's education and provide an enriched curriculum which supports all aspects of a child's development so that they can achieve to the best of their potential across all areas. We aim to provide every child with access to a broad and balanced education through personalised and tailored learning. We have high expectations of all our children with SEN and work closely with parents to ensure that our provision meets their child's needs with careful monitoring, planning and reviewing to ensure it is effective.

Objectives

- 1) Staff members seek to identify the needs of pupils with SEN as early as possible and to provide effective provision and support.**

This is effectively achieved by gathering information from parents, education, health and care services. Records are required from Early Years settings prior to the child's entry into the school.

- 2) Monitor the progress of all pupils** in order to aid the identification of pupils with SEND.

Continuous monitoring of those pupils with Special Educational Needs will ensure that they are able to reach their full potential.

- 3) To implement a graduated approach.**

We use the Assess, Plan, Do, Review approach in line with the SEN Code of Practice, 2014 to ensure that pupils with SEN are able to reach their full potential.

- 4) To provide support and training for all staff working with children with special educational needs.** This will ensure staff have the skills, understanding and tools to implement support and provision for children with Special Educational Needs. This will allow children with Special Educational Needs to be fully supported and therefore achieve to the best of their ability.

- 5) Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**

This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual outcomes and targets are met through support of pupil's needs.

- 6) To ensure pupils, parents or carers and school are partners in planning, reviewing and strategic decision making.** Parents/ carers are kept fully informed of their child's progress and attainment. Parents/ carers are also supported in terms of understanding Special Educational Needs procedures and practices and providing regular feedback on the progress of the child.

- 7) To ensure that all students with SEN are offered full access to a broad, balanced and appropriate curriculum** that sets high expectations and develops their knowledge, skills and understanding for every pupil whatever their prior attainment. Pupils with SEND are actively encouraged to participate in a number of activities aimed to improve gross motor, physical and social development alongside extra learning opportunities.

- 8) Work collaboratively with the support of outside agencies and specialists.** This also includes seeking further advice is needed or where the pupils' needs cannot be met by the school alone.

- 9) Create a school environment where pupils can contribute to their own learning, where they feel safe and listened to.** Encourage relationships with adults in school where pupils feel safe to voice their opinions of their own needs. To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow. Pupil participation is encouraged through school by wider opportunities such as school council, visits, school performances, sports teams and leaders in the playground

Section 4

Identification of pupils needs

Quality First Teaching

All children are entitled to Quality First Teaching. Quality First Teaching is class teacher input via excellent targeted classroom teaching. For your child this means:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning and multi-sensory learning.
- Specific strategies - which may be suggested by the SENCO or supporting professionals – are put in place to support your child to learn.
- Teachers continuously check on your child's progress and where gaps are identified in your child's understanding/learning they will help them to fill those gaps to make the best possible progress. This is a part of the overall excellent classroom practice we strive to deliver in every classroom every day.

As detailed in section 2, The SEN Code of Practice (2014) states that pupils should only be identified as SEN if they do not make adequate progress once they have had adjustments/intervention and good quality personalised learning. At Carfield, we concur with the Code of Practice (2014) and the first level of support in our graduated response is Class Support which refers to all children in school and their entitlement to personalised good quality inclusive first teaching and class enhancements where appropriate.

The following points are NOT considered to be SEN but may impact upon progress:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- English as an Additional Language
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman or Woman Identifying and describing a child's behaviour as SEN is no longer acceptable.

Any concerns relating to a child's behaviour will be described as an underlying response to a need in one of the four main categories of need above.

Early Identification

The school uses the graduated approach as outlined in "The Code of Practice 2014". To help with this process information is collated from a variety of sources which is then used to plan the next steps.

At Carfield Primary School we identify the needs for individual students by considering the needs of the whole child, not just the special educational needs of the child.

We believe that pupil's needs should be identified and provided for as early as possible and our SEN monitoring systems are set up to do this effectively. We identify the needs of a child by looking at the whole child not simply the special educational need. We identify children with potential barriers through the following:

- Termly Pupil Progress meetings.
- Termly analysis of data identifying children who are not making expected progress and exploring any possible barriers to learning.
- Concerns raised by parents.
- Concerns raised by class teachers.
- Health diagnosis through a hospital.
- Liaising with our bought in educational psychologist.
- Liaising with our outside agencies.

At the point of any concerns a Record of Concern monitoring form will be filled in and discussed with parents and a daily monitoring period of 4-6 weeks will start. The purpose of this period of monitoring is to work out what action the school needs to take to support your child, not to fit them in to a category.

As detailed in section 1, within the SEN Code of Practice, (2014) there are 4 main categories of need which are considered as SEN.

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed. At Carfield, we will consider pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Section 5

A Graduated Approach to SEN

Special Educational Needs Provision at Carfield

As described in Section 4, all children are entitled to personalised inclusive quality first teaching and this is always at the forefront of school monitoring and review which happens on a regular basis throughout the academic year. This is done through teaching observations, book scrutinies, provision monitoring, and pupil interviews each term. High quality teaching, scaffolding and appropriate access strategies are always the first step in responding to pupils who may have SEN. It is vital to state that additional intervention can in no way replace good quality first teaching. Some pupils will need something additional to and different from that which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEN Support. Class teachers are responsible and accountable for the progress and development of all children in their class including where pupils access support from teaching assistants and specialist support.

As detailed in Section 4, we use a range of different methods to ensure we identify any potential special educational needs early. If towards the end of the Record of Concern monitoring period, we still have concerns about a child despite a number of strategies or class enhancements being put into place, we may feel they need to be on SEN Support. At this stage there are number of formative assessments we may do.

Initial assessments

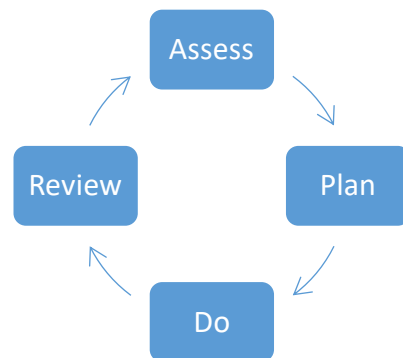
Reading spelling, writing or numeracy assessments may be undertaken by the class teacher, SENCo or a higher-level teaching assistant. The SENCo will often observe children where concerns have been raised and a letter is sent out annually to inform parents that the bought in educational psychologist may work with their child informally. Parents are able to opt out of this.

Specialist assessments

Individual diagnostic assessments are used by our learning support teacher to help identify any potential moderate or specific learning difficulties and to support staff and parents by providing strategies to support the child. Specialists such as the learning support teacher, educational psychologist and speech and language therapist who work closely with the school may conduct further structured observations or assessments but in these more formal observations or specialist assessments parental permission will be sought first, usually through a referral form which parents can sign if they are happy for the assessments to take place.

Assess, Plan, Do, Review

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be identified on the school SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. Underpinning ALL our provision in school is the graduated approach cycle of:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the support which is the most effective in helping the pupil to achieve good progress and outcomes.

Assess

All children on SEN Support are assessed using a number of different assessments depending on their need either by the teacher, the SENCO, our learning support teacher and or our Educational Psychologist. The assess stage involves clearly analysing the pupil's needs using the class teacher's

assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure barriers to learning are clearly identified and overcome. Where external staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the desired outcomes, the support that is required, the desired impact on progress that is expected with a clear date for review. Children on the Sheffield Special Educational Needs & Disability (SEND) Support Grid at Level 3 in one area or below, will have a Support Plan which reviews yearly outcomes. It records the views of parents, outside agencies and the school of what is working well and what needs to change for the child. A Learner Profile is completed with the child to ensure their views of their education are implemented into the plan. Children with more complex needs are reviewed on a My Plan which includes all the information from a Support Plan but, in addition, it collates the history of the child and the family and an outline of the child's needs from a collective perspective. Parental involvement is sought to reinforce or contribute to progress at home. SEN reviews take place termly. The child can move through this Graduated Approach from a Support Plan to a My Plan and vice versa. Children who are no longer on the SEN register will still have their progress monitored. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will work closely with teaching assistants and other staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and difficulties, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, Senior Leadership Team and the SENCo will revise the support and outcomes/steps based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. In addition to this, we also include the following into our review process:

Targets: Children review their targets regularly with their teacher and teachers comment on progress towards targets on the weekly SEN Support monitoring forms. Outcomes for the year are set in autumn term.

Review meetings: As much as this meeting is for planning, it also for reviewing the child's progress across all areas but also specifically their progress towards their targets. In these meetings, we review and set new targets if appropriate to ensure the child makes the best progress they can. This may then lead to further specialist assessment.

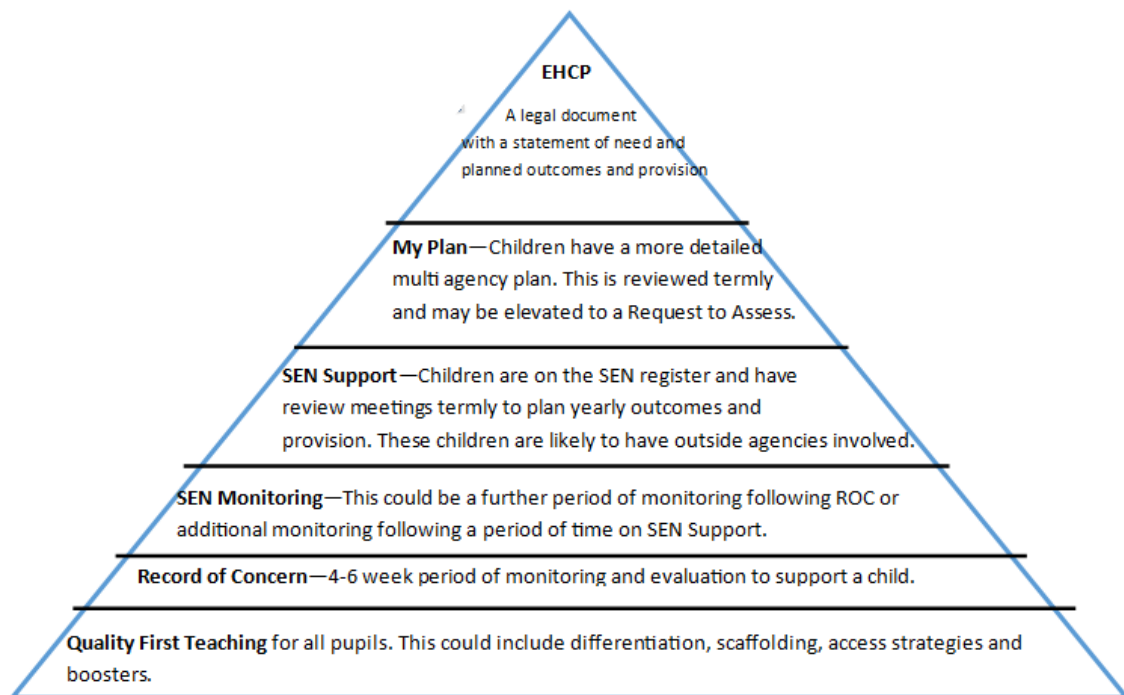
Weekly reviewing: Children who are on SEN Support are reviewed weekly by their class teacher on a weekly monitoring form which looks at their progress in the week and anything they have struggled with so that teachers can reflect on what will help a specific child move on further with their learning. It also allows teachers to look at what has really worked for children and celebrate achievements. These are given to the SENCo at the end of a half term who will review them.

Provision

Teaching children with special educational needs is a whole school approach. A continuous cycle of planning, teaching, assessment and reflection for every practitioner which take into account all abilities, aptitudes and interests of pupils is vital to the success of every pupil.

SEN Provision Pyramid

At Carfield, we use a 'pyramid of support' for children which ranges from all children at the class support level right up to children with the most complex needs who have an Education Health and Care Plan or a Statement. The Code of Practice, 2014 states that schools now only have a single category of need, SEN Support which is the number of children on their SEN register. However, the Code of Practice, 2014 also gives schools the freedom to design their own graduated response and as a school we feel that a single category response is not in the interests of early identification in Carfield. Whilst in the pyramid below, SEN Support, MyPlan an EHCP make up our official category of support, our support pyramid has many more layers which will ensure all our children at Carfield have the best provision to identify and cater for any additional needs swiftly and thoroughly.



At Carfield, this is what we offer at each stage of the pyramid.

Education Health and Care Plans

- ✓ At least termly reviews as part of the assess, plan, do, review cycle and one bigger annual review.
- ✓ Termly target setting

- ✓ An Education Health and Care Plan in liaison with the authority. (Statements to be transferred over time by the local authority.)
- ✓ Access to additional provision and interventions as appropriate
- ✓ Weekly monitoring sheets filled in by the teacher based on the child's particular need, successes and struggles and work towards targets.

My Plan

- ✓ At least termly review meetings as part of the assess, plan, do, review cycle.
- ✓ One page profile
- ✓ My Plan written in conjunction with parents with agreed outcomes and intervention which is reviewed termly.
- ✓ Weekly monitoring sheets filled in by the teacher based on the child's particular need, successes and struggles and work towards targets.

SEN Support

- ✓ Termly SEN reviews as part of the assess, plan, do review cycle.
- ✓ Targets.
- ✓ One page profile and target sheet
- ✓ Weekly monitoring sheets filled in by the teacher based on the child's particular need, successes and struggles and work towards targets.
- ✓ In class support strategies
- ✓ Access to class enhancements and interventions to support learning where appropriate.

SEN Monitoring

- ✓ One page profile
- ✓ 3 meetings with class teacher per year.
- ✓ Termly monitoring sheets to look at progress and next steps. This also looks at whether the child needs to move to SEN Support.
- ✓ In class support strategies
- ✓ Access to class enhancements to support learning where appropriate.

SEN Record of Concern and Monitoring Period

If a teacher has a concern about a child's learning/ behaviour or emotional wellbeing they will complete a Record of concern form. This requires the teacher to state what strategies they are using to support the child, what they feel the child's needs are and what the parent feels about the possible difficulties. This is handed to the SENCo.

If a parent/carer has a concern about a possible additional need for a child, they are advised to first speak to the child's teacher who can then fill in Record of Concern or to phone and speak to the SENCo. Normally the SENCo will suggest some strategies for the teacher to try and ask the teacher to monitor daily for a period of 4-6 weeks. They may informally observe the child. The child may then be moved to SEN monitoring or SEN Support or Class support may still be appropriate. Parents will be involved in this process.

Class Support

This is provision for all children in every class.

- ✓ Good quality inclusive first teaching such as:
 - Explain things in simple words and in ways that help pupils remember. We use lots of visuals on whiteboards and in communication

- Give instructions so that pupils listen, understand and remember
- Make sure that your child knows how much time they have to complete tasks
- Ask questions that check out your child's understanding
- Adapt the classroom and the seating plan so that everyone can see and hear
- Assess children's progress at least once a term and do extra assessments to pinpoint why a child has difficulty learning
- Change their lesson plans to accommodate pupil's strengths and weaknesses
- Understand and talk with pupils who are shy, worried or angry; and include them in school life
- Use strategies and de-escalation techniques to support pupils with high levels of behaviour.
- Appropriate scaffold and access strategies to support all children in their learning. E.g. A child who has a vocabulary gap and is accessing a speech and language class enhancement would need Communicate In Print word mats in class.
- Access to strategies and resources
- Access to Class Enhancements where appropriate.

Provision of support for children on the SEN Pyramid of Support

Class teachers are responsible for ensuring all provision; targets and monitoring are put into place and kept up to date. The SENCo, the Headteacher and other members of SLT are responsible for monitoring this through performance management. Individual teaching assistants are responsible for monitoring class enhancement or intervention groups under the direction of the SENCo. When a child is classed as SEN Support and has a SEN Support plan or a MyPlan and assessments show the child needs continued support, the school may apply for additional resources from the locality for equipment or training. Records are kept of all children receiving class enhancements or interventions to monitor their progress. SEN registers are kept for all children on SEN Monitoring, SEN Support, My plan and those with an Education, Health and Care Plan. Parents will always be consulted from the Record of Concern stage and when a child moves from one stage of support to another. All teachers are able to access this information via SIMS.

Referral for statutory assessments/Education Health and Care Plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern the school and/or the parent/carers may decide to request a statutory assessment from the local authority. This may result in a pupil gaining an Education Health and Care Plan. Children with complex difficulties will have a My Plan in place. The My Plan is not a statutory document but can be used as a request for further assessment which may lead to a pupil receiving an Education, Health and Care Plan (EHCP) which is a statutory, legal document. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an EHC Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Educational professionals (Educational Psychologist, Speech Therapist etc.)
- Social Care (if involved)
- Health professionals (if involved)

Information will be gathered relating to the current provision provided, previous action points, and the preliminary outcomes set. A quality assurance check will take place between local SENCOs to

ensure all relevant paperwork is in place. The plan will then be submitted to the Local Authority as a request to assess. The Local Authority will assess whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan may be agreed by Sheffield City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Termly review meetings will continue in-between annual reviews.

Pupil support plans, targets and reviews

All children from SEN Monitoring upwards have One-page profiles which are updated three times a year by the class teacher with the pupil. At SEN Support children have targets which are decided at review meetings with SENCo, parent and teacher. Evidencing and recording progress towards targets is the responsibility of the class teacher. Progress towards targets is reviewed every term at a review meeting.

Section 6

Evaluating the success of provision/removing from the SEN Register

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a half termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on a Support Plan or My Plan, which are monitored and evaluated termly. This helps to identify whether provision is effective. For many pupils with special educational needs on SEN Support this may only be for a short time. With early identification and intervention, the pupil may overcome their difficulties. Where specific planned intervention has been successful and accelerated progress has been made so that the student is working within the national expectations academically and within their social and emotional development they may be removed from the register completely.

Section 7

The Local Offer

Under the new SEN legislation Local Authorities are required to publish detailed information of the support available in their area. This is known as the local offer and provision may vary according to local need.

For more information on the local area follow the link below:

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/home.page>

For Carfield, contribution to the local area follow the link below:

https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=mCm-m7M_190

Section 8

Working in partnerships with parents

Carfield Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

www.sendgateway.org.uk

Section 9

SEN Information Report

Schools are also required to produce and publish a SEN Information report which answers many questions parents may have about provision for SEN at Carfield.

Section 10

Links with other agencies

Carfield Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Multi Agency Support Team
- Social Services
- Speech and Language Service
- Autism Service
- Visual and Hearing Impairment Services
- Ryegate Children's Centre
- Health visitors
- Occupational Health and Physiotherapists
- Early Years Inclusion Service
- Outreach Team
- Pupil Inclusion

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Support from External Agencies:

Educational Psychology Service

The Educational Psychologist discusses and prioritises the caseload with the SENCo each term in a Planning Meeting. Referral to the Educational Psychology Service is required where the school needs additional advice to develop strategies to meet the needs of pupils, extra to the interventions already implemented, and support an EHC plan request. Such referrals are always made in consultation with parents.

0-5 SEND Support Service

For children in FS1 or FS2, if school input and support has been implemented and further advice or support is required, a referral may be made to the 0-5 SEND Support Service. A referral to the service is completed in consultation with parents. The assessment provides an overview of a child's strengths and needs and gives suggestions for outcomes and support. The school can then request further monitoring assessments.

Autism team

A diagnosis of Autism can only be made by a medical professional. Where further support is required at school to meet the needs of a child with an ASD diagnosis, the SENCO will make a referral to the Autism Team. This team offers specialist advice and monitoring and will attend review meetings to discuss appropriate strategies with teachers, parents and support staff.

Speech and Language Therapy

The school has a speech and language therapist who provides assessment and, in some cases, brief blocks of therapy for children referred to the service. Referrals come from health visitors and by the school in consultation with parents. The prioritising of the Speech therapy sessions is reviewed on a termly basis by the SENCO and Speech Therapist.

Enhanced Speech and language Therapy Service/Speech and Language Impairment Team

Where a child has been assessed as having a specific language impairment, the enhanced speech and language therapy service will offer additional sessions, involving a teaching assistant from within school to follow up work between sessions. Referrals to this enhanced service are made by the school or early year's speech therapists.

Visual impaired service/Hearing impaired service

Where pupils have visual or hearing impairments and require the use of specialist equipment, a specialist teacher will carry out school based visits and attend review meetings to advise on the necessary support. Children who do not require specialist equipment or significant adaptations, will still be monitored by service who will update school staff on the necessary support.

Child and adolescent mental health services (CAMHS)

When a child is experiencing emotional and/or behavioural difficulties that are causing concern, parents are encouraged to seek advice from their own GPs, who may make a referral to the CAMHS team.

Social Care/MAST

As part of our commitment to the safeguarding of children, the school will refer children to Social care professionals if we feel a child is at risk. Our child protection policy outlines the responsibilities and procedures to safeguard children. The SENCO will discuss any child who is felt to be at risk with the Designated Safeguarding Lead (DSL) or deputy who will complete a Family Common Assessment Form (FCAF) if they feel it necessary. If a child is at risk of significant harm, the DSL will contact the Safeguarding Hub. When a family has a social worker or Multi Agency Support Team (MAST) worker, we liaise with this service to support parents/carers involvement in planning and providing for children with special educational needs.

Useful links to other agencies:

The Autism Team, Sheffield	https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=F1OM07rcv2A
CAMHS (The Child and Adolescent Mental Health Service)	https://www.sheffieldchildrens.nhs.uk/services/camhs/
Information, Advice and Support, SENDIAS	https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=Lu-7zBMsv6p
Fusion S2S Team Bought in service	http://www.fusionsa.co.uk/school-to-school-support/school-toschoolteam/
Focus Psychology (Carfield's bought in Educational Psychology service)	https://focuspsychology.com/
Sheffield Speech and language therapy (Bought in and NHS)	https://www.sheffieldchildrens.nhs.uk/services/speech-and-language-therapy-new-homepage/
MAST (Multi Agency Support Team)	https://www.sheffield.gov.uk/mast

Section 11

Arrangements

Admission arrangements

Please refer to the information contained in our school website. When new starters arrive from other settings, all details are provided to the new teacher to support the child with their learning. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC Plans and those without.

Accessibility

Statutory Responsibilities

The SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum

- Improving the physical environment of both schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils and their families

Please see our accessibility policy on the school website for further information.

Carfield Primary School follows national guidance about supporting children to access national tests and other assessments. This is overseen by the Senior Leadership Team within school. Carfield Primary School have excellent access for those with disabilities. Please see the local offer for more information:

https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=mCm-m7M_190

Exam access arrangements

Any concerns about pupil's access is discussed with families. Bespoke arrangements are made depending on the individual child's need.

Section 12

Specialist SEN provision (and medical conditions)

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary. We recognise that pupils with medical conditions should be supported so they have full access to education, including visits and physical education. Some children with medical conditions may be disabled and in these instances the school will comply with its duties under the Equality Act 2010. Children with medical conditions will be supported in line with the guidance published by the DfE 2014. Please refer to the managing medical conditions on the school website.

Section 13

Monitoring and evaluation of SEND

All teachers regularly assess, monitor and track the progress of all pupils and this data is analysed and monitored by members of the senior leadership team. Social and behavioural concerns are tracked through CPOMS and Behaviour Smart.

Where there are concerns regarding children's progress these are raised and support strategies put in place, sometimes in the form of class enhancement groups. For children with special educational needs, on top of the monitoring all children receive, they are monitored even more closely by the SENCo who will look at class teachers daily, weekly or half termly monitoring (depending on their stage on the SEN pyramid) every half term, alongside their data and make recommendations of actions for class teachers to put in place or arrange intervention groups.

In addition, learning walks, book scrutinies, provision checks, pupil interviews and target and review meeting outcomes where parent views are sought are also used to monitor SEND provision. Progress for children with SEN along with key points about SEN development within school are reported to the school governors by the SENCo.

Section 14

Training and resources

In order to maintain and improve upon the quality of teaching for all pupils at Carfield, we encourage all staff to pursue continued professional development through both in house, school to school and outside training opportunities within special educational needs. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. If a particular staff need is

picked up through observations, book scrutinies we will either put into place whole school training if it is a school need or training from the SENCo or outside training will be offered to individual or small groups of staff. We also routinely ask staff to fill in questionnaires about their training needs relating to SEN each year and plan our training programmes around some of the needs identified.

The SENCo regularly attends local authority SEN network meetings and also attends locality SEN meetings to keep up to date with local and national updates with SEND.

Support for pupils with SEND is provided through the school's notional SEN budget. This does not allocate a set amount to support individuals but is allocated across the school and support is deployed as needed. The locality moderates children with more complex needs across the schools and can allocate additional funds to support them from a central budget. Training and additional resources are agreed by the locality to support schools further.

Section 15

Roles and responsibilities

The Executive Headteacher, Headteacher and Governing Body oversee the school's policy and effectiveness for inclusion.

The Role of the Governing Body

The Governing Body, in cooperation with the Executive Headteacher and Headteacher, monitors the schools general policy and approach to the provision for children with SEND. They also monitor appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Governing Body:

- Does its best to ensure that the necessary provision is made for any student who has special educational needs
- Ensures that the teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs
- Ensures that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs class for and the efficient education of the students with whom they are educated and the efficient use of resources
- Has regard to the SEND Code of Practice when carrying out its duties toward all students with SEND
- Ensures that parents are notified of a decision by the school that SEND provision is being made for the child

The Role of the Headteacher

- Ensure that those teaching or working with the student are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the student's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENDCo has sufficient time and resources to carry out their functions
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school

- Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered

The Role of the SENCO

The role of SENCO is a strategic one, working as part of the senior leadership team with other members of the team to review and refresh the SEN policy and also to work with classroom teachers and support staff to ensure every child gets the personalised support they need through supporting with and monitoring provision.

Below is not an exhaustive list but the SENCO role involves:

- Be a qualified teacher
- In collaboration with the Head of School, the SENCO and governing body, determines the strategic development of the SEND policy and provision at Carfield Primary School with the ultimate aim of raising the achievement of students with SEND need
- Collaborating with SENCOs across the locality in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support
 - Liaising with and advising colleagues on all matters relating to SEND
 - Contributing to the continuing development and training of school staff
 - Overseeing the review and maintenance of statements/EHCPs and records for all SEND students
 - Overseeing the day-to-day operation of the school's SEND Policy
 - Co-ordinating provision for SEND pupils
 - Organising and maintaining the records of all SEND students
 - Liaising with parents/carers of SEND students in co-operation with class teachers
 - Liaising with all secondary school when SEND students leave the school
 - Contributing to the continuing development and training of school staff
 - Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate
- Update TA timetables and provision map
- Line manager for teaching assistants and coordinating SEN Support TAs and interventions.

The Role of the Class Teacher

- In collaboration with parents, the SENCo and, where appropriate, the pupil themselves be involved in the planning and review of the support for students with SEND
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Use appropriate assessment to set targets which are deliberately ambitious
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every student achieving
- Ensure SEND/PP children are receiving tailored home learning (where appropriate)
- Provide information when required for termly SEND reviews with the SENCo and parents
- Identify individual students not making progress and inform the SENCo

Section 16

Storing and managing information

All SEN records are kept in a locked cabinet in the SENCo's office. Reports and SEN Registers for staff information are kept in class SEN files in secure areas of the classroom.

Section 17

Reviewing the SEN policy

Due to the climate of reform under the new requirements of the SEND Code of Practice 2014, Carfield Primary School will review their SEN policy annually (or sooner in the event of revised legislation or guidance).

Section 18

Dealing with concerns

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However, if a parent has a concern then first point of contact for any concerns should be your child's class teacher and then the Assistant Headteachers.

Assistant Headteachers

- Sophie Coley (KS2)
- Barry Wood (KS1)
- Ruth Kingdon (currently on Maternity Leave)

You can also contact the SENCo, Bethan Arthur or request an appointment at the school office.

If the issue cannot be resolved and the parent or carer wishes to make a formal complaint, the Headteacher, Hannan Mohammed or Executive Headteacher, Lauren Johnstone, will be able to advise on procedures for complaint.

Section 19

Bullying

At Carfield we aim to provide a nurturing, caring environment where children can come to school without the fear of being bullied. We have a zero-tolerance attitude to bullying alongside implementing a number of preventative strategies. The senior leadership team oversees children's wellbeing and behaviour through communication with children, staff and parents. Incidents are recorded as appropriate (CPOMs or Behaviour Smart) are dealt with as soon as possible.

Section 20

Transitions

The SENCO is responsible for overseeing the transition of pupils with SEND who may be joining or leaving the school or transitioning between phases within school. The SENCO will ensure plan, do, review meetings are organised within good time and include school staff and parents alongside any professionals who may be involved in the child's development.

Section 21

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Appendix 1

Glossary of terms for the SEN Code of Practice 2014

Academy: A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill. **Compulsory school age:** A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year. **Disagreement resolution:** This is a statutory service commissioned by local authorities to provide a quick and non-adversarial way of resolving disagreements between parents or young people and bodies responsible for providing education, whether the child or young person has an EHC plan or not, or health and social care in relation to EHC assessments and plans. Disagreement resolution services can also be used in cases of disagreement between local authorities and health commissioning bodies during EHC needs assessments, the drawing up of EHC plans or the reviewing of those plans.

Early Help Assessment: A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family. **Early Support Programme:** The Early Support Programme co-ordinates health, education and social care support for the parents and carers of disabled children and young people from birth to adulthood. A key worker is assigned to families that join the Programme.

Early years provider: A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders. **11 Education, Health and Care plan (EHC plan):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

First-tier Tribunal (Special Educational Needs and Disability): An independent body which has jurisdiction under section 333 of the Education Act 1996 for determining appeals by parents against local authority decisions on EHC needs assessments and EHC plans. The Tribunal's decision is binding on both parties to the appeal. The Tribunal also hears claims of disability discrimination under the Equality Act 2010.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Health and Wellbeing Board: A Health and Wellbeing Board acts as a forum where local commissioners across the NHS, social care and public health work together to improve the health and wellbeing of their local population and reduce health inequalities. The boards are intended to increase democratic input into strategic decisions about health and wellbeing services, strengthen working relationships between health and social care and encourage integrated commissioning of health and social care services.

Independent Reviewing Officer (IRO): The appointment of an IRO is a statutory requirement for local authorities under the Adoption and Children Act 2002. IROs make an important contribution to the goal of significantly improving outcomes for looked after children. Their primary focus is to quality assure the care planning process for each child, and to ensure that his or her current wishes and feelings are given full consideration.

Joint Strategic Needs Assessment (JSNA): Joint strategic needs assessments (JSNAs) analyse the health needs of populations to inform and guide commissioning of health, wellbeing and social care services within local authority areas. The JSNA's central role is to act as the overarching primary evidence base for health and wellbeing boards to decide on key local health priorities.

Locality: There are 7 localities of schools in Sheffield (cluster groups) and there are families of schools within localities linked to the secondary school in the family. The localities are named A – G and are based geographically across the city. Each locality has a locality leader and their meetings are chaired by a headteacher within the locality

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Mediation: This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parent Carer Forum: A Parent Carer Forum is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. Parent Partnership Services:

Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them. Parental responsibility: Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon: • all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced) • mothers who were not married to the father at the time of the child's birth, and • fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force. Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

Personal Budget: A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Personal Education Plan: An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

Portage: Planned, home-based educational support for pre-school children with special educational needs. Local authorities usually provide Portage services. The Portage service is named after the town of Portage, Wisconsin, USA. There is an active and extensive network of Portage services in the UK, developed by the National Portage Association, which provides a Code of Practice and accredited training.

Pupil Referral Unit (PRU): Any school established and maintained by a local authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a

significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Special school: A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Speech and language therapy: Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Youth Offending Team (YOT)/Community Support Teams (CYT): Youth offending teams are part of local authorities and are separate from the police and the justice system. They work with local agencies including the police, probation officers, health, children's services, schools and the local community, to run local crime prevention programmes, help young people at the police station if they're arrested, help young people and their families at court, supervise young people serving a community sentence and stay in touch with a young person if they're sentenced to custody.